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ABSTRACT

Presented are the affective instruments used to evaluate "Handicapped Children in the Regular Classroom", and Elementary and Secondary Education Act Title III Project conducted in the Fountain Valley School District, California. The instruments included are a stick figure test for which teacher instructions are included, a student questionnaire which contains such queries as "Does the school make you feel good about yourself?", a level of aspiration test, and a self-concept measuring instrument with which the student relates words indicating positive and negative evaluations and dynamisms to himself. (GW)

ED 096805

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AFFECTIVE INSTRUMENTS USED IN THE EVALUATION OF THE "HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM," AN ESEA TITLE III PROJECT

Fountain Valley School District

**NOTE: These instruments should be administered by someone who can readily establish rapport with the students, but who does not see the students on a daily basis. Therefore, it is recommended that the Classroom Teacher or the Special Education Resource Teacher does not administer these instruments.

EC 070192

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FORM I

STICK FIGURE TEST

Directions:

To the Person Administering the Test:

As you know, many of the services and supplies which you receive in your school are made possible by money granted to the Fountain Valley School District under the federal laws. As part of the District's responsibility upon accepting this money, it must carry on evaluation of the effects of those funds.

This year, we are trying out some new ways to gather information about children, especially in regard to the way they feel about themselves and school. As you are well aware, this kind of information is very difficult to secure from young children in elementary school. It is impossible because of time and cost to visit with each child, so we are asking that you help us by having the pupils respond to the Stick Figure Test which asks how they feel about themselves.

We have tried to prepare directions for you to read to the children as carefully as we can. These should be read to the children, either in small groups or as a total class, depending on their ages and your own good judgment as to the best way for the particular pupils. It is important that the children know how to fill in the answers, and you should feel free to add anything you think necessary to the written directions to help them understand. But, it is very important that you do not do anything which might affect the answers they give. To repeat--help them understand how to answer, but do nothing to help them decide what to answer. Begin by reading the directions exactly as they are written. Then ask if all pupils know how to proceed. If questions arise, repeat the directions first and then, if necessary, add your own explanations as to the manner in which the papers should be marked. DO NOT DO MORE THAN THIS.

Say to the Children:

"Please put a pencil on your desk (or table) in front of you. Leave it there until I tell you what to do. I am going to pass out some papers for you to mark. Do not turn them over or write on them until I tell you we are ready to begin." (At this time, please check to make sure that all pupils have a sharpened pencil ready for use. If necessary, take time to allow pupils to sharpen pencils or pass out new ones.)

Now say to the Children:

"It would help me and the other people at school if we knew more about how you feel about your work. Today, you are going to play some games to help me find out. I will give you some papers with some 'Stick Figures' on them. Each row of 'Stick Figures' looks like this." (Hold up a sample or if you think best, draw the row on the chalkboard.) "Now, let's try the game to make sure you know what to do. Look at the row of figures again. You see that there are five 'Stick Figures' in the row. The first figure is very small. As you look at the others, you can see that

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Directions for FORM 1 (Continued)

each one is bigger than the one before it. The last 'Stick Figure' is the biggest one of all. Now, listen to this question: 'How do you feel when you are asked to draw a picture?' Think for a minute. How do you really feel?"

"Now, let's look at the row of figures. If you can draw very well so that you feel very good when it's time for drawing, you would make a ring around the biggest 'Stick Figure.' If you think you draw very badly and don't feel good when it's time for drawing, which figure should you make? Yes, if you feel that way you should draw a ring around the smallest figure. If you think you draw about as well as most of the other boys and girls, which figure should you mark? Yes, you should make a ring around the middle figure. This means that you don't think you are very good in drawing or very bad either. If you make a ring around the middle 'Stick Figure,' it shows that you think you do about as well as most of the class."

"Now, let's think about how to mark the other two 'Stick Figures.' Suppose you think you draw better than most of the other boys and girls, but you don't think you are the best in the class in drawing. Now, you wouldn't make a ring around this one (point to the middle figure) because you think you are better at drawing than most of the boys and girls. You wouldn't mark this one (point to the largest figure) because you don't think you are the best. So, you should make a ring around this 'Stick Figure' (point to the fourth figure in the row). This would mean that you think you draw better than most of the class, but you don't think you are the very best in the room."

"Now suppose you don't think you draw as well as most of the boys and girls, but you think that some draw worse than you do. Which 'Stick Figure' would you mark? Yes, you should make a ring around this one (point to the second 'Stick Figure'). This would mean that you don't think you draw as well as most, but that there are some children that you feel are not as good at drawing as you are."

"Now, do you all understand what you are to do? Remember, I want you to make a ring around the 'Stick Figure' that best shows how you feel about something. All of you will feel better about some of the questions than you will about others, so you won't mark all the rows in the same way. When you feel very good about the question, be sure to mark the biggest 'Stick Figure.' When you feel very bad, mark the smallest figure. Mark the other figures as I have explained to you."

"Now, turn your papers over. Find the row with the (1) in front of it. 'How do you feel when you are asked to draw a picture?' Think how you feel. Now choose one of the 'Stick Figures' and draw a ring around it." (Check to make sure that all pupils are marking the figures correctly.)

"Now, find the row with the (2) before it. Put your finger on it. 'When the teacher asks me to read, I feel--.'" (Continue in this fashion, as indicated on the following page. If you feel it desirable, draw the number on the chalkboard as you tell the pupils to put their fingers on it. Check to make sure pupils have correct row each time.)

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Directions for FORM 1 (Continued)

1. When I'm asked to draw a picture, I feel--.
2. When the teacher asks me to read, I feel--.
3. Arithmetic makes me feel--.
4. When I'm asked to talk in class, I feel--.
5. When I'm asked to tell a story, I feel--.
6. When I do school work, I feel--.
7. When I play games in P. E. (on the playground), I feel--.
8. When my class listens to music, I feel--.
9. When we are singing, I feel--.
10. When I think about myself as a boy (or girl), I feel--.
11. When I'm asked to work with other boys and girls in school, I feel--.
12. When I'm with my friends, I feel--.
13. When I meet someone new, I feel--.
14. When I think about myself, I feel--.
15. When my friends think about me, I think they feel--.
16. When I think about my teacher, I feel--.

FORM 1

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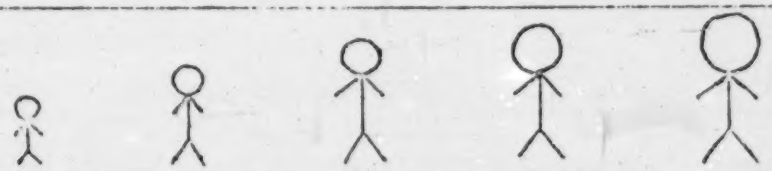
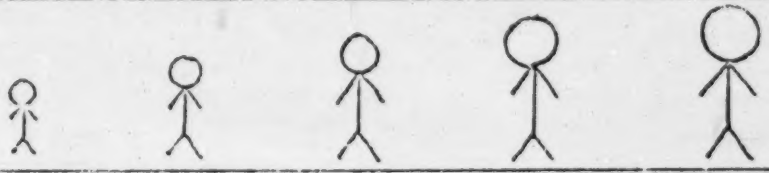
STICK FIGURE TEST

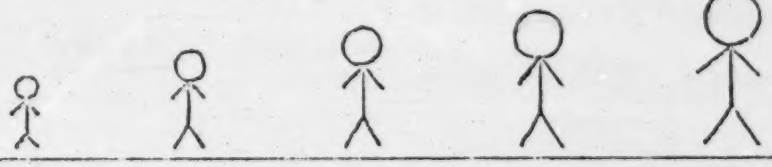
NAME _____ GRADE _____

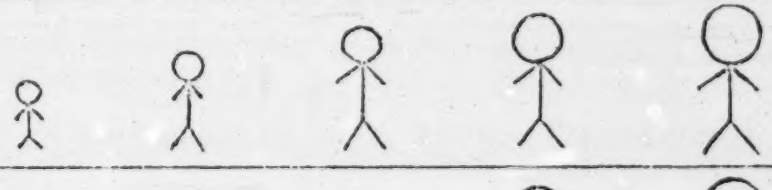
TEACHER _____ SCHOOL _____

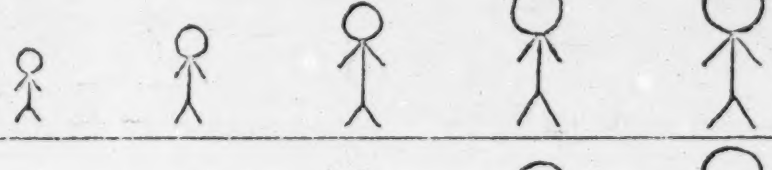
DATE _____, 19_____

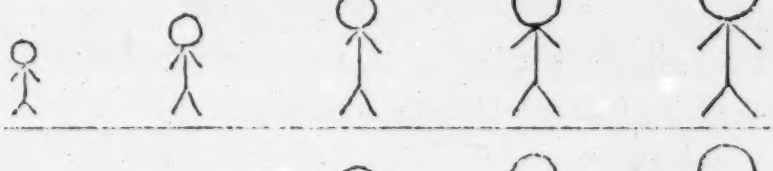
1. 

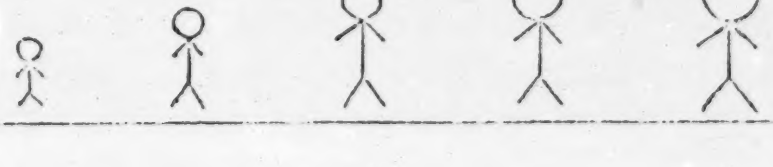
2. 

3. 

4. 

5. 

6. 

7. 

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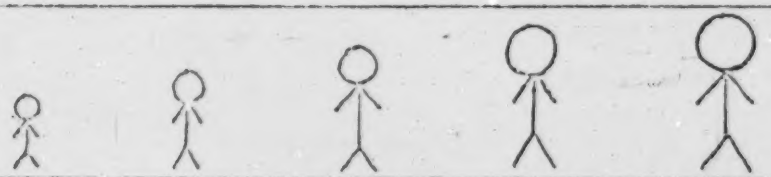
8. 

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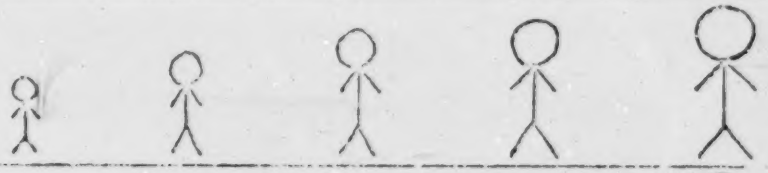
10. 

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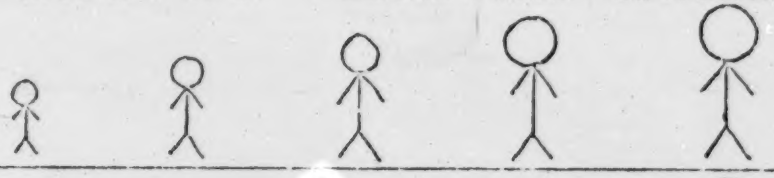
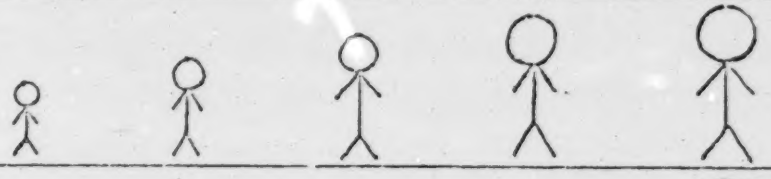
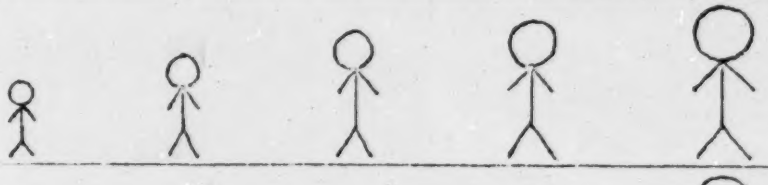
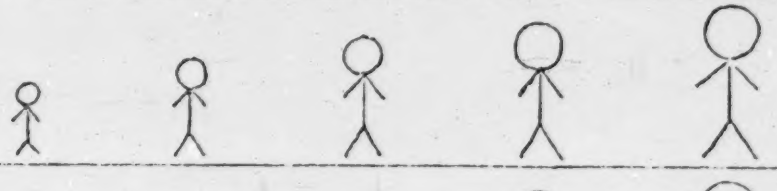
12. 

13. 

14. 

15. 

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FORM 2

STUDENT QUESTIONNAIRE

Directions:

To the Person Administering the Test:

The purpose of this short pupil-attitude-inventory is to secure some information about the way the child feels about education generally and about the school itself. There are no "right" answers to any of the questions. It is important that the child be encouraged to mark his answers as he feels about the question asked.

You will notice that there are four boxes after each question ranging in size from small to large. The largest box is labeled "Very Much," the second largest "Quite a Lot," the third largest "Only a Little" and the smallest "Not At All." Each child should make a cross, or "X," in one of the boxes after each of the questions, depending upon how he feels. Please check, by walking about the room, that each child does so.

Now say to the Children:

"Today, I want you to help me by marking some boxes on the papers I am going to give you. Please put a pencil on your desk (or table) in front of you. Do not turn your papers over until I tell you to." (Now pass out the papers. Make sure that each child has a pencil.)

"Now turn over your papers. At the top of the paper is a space for your grade." (Point to it and tell the children what number they are to put in the space.) "Now write this number in the space after the word 'Grade.'" (If necessary, write the number on the chalkboard.)

"Now find where it says 'Boy Girl ' at the top of your paper. If you are a boy, make an 'X' on the line after 'Boy.' If you are a girl, make an 'X' after the word 'Girl.' Now, find where it says 'Name _____.' Write your name on this line. Now find the word 'School.'" (Point to it.) "On the line after 'School,' write the name of our school." (Write it on the chalkboard. Now make sure that all the papers are marked correctly.)

"Now listen carefully while I tell you how you are to mark the boxes. Please put your pencils down. Look at the first question while I read it to you." (With younger children, be sure that they have the correct line each time you read a question. (Point to the line if necessary.)

"This question asks, 'How do you like school?' After the question there are four boxes. If you like school Very Much, you should make an 'X' in the largest box. If you don't like school very much, but you like it Quite a Lot, you should make an 'X' in the second largest box. If you like school Only a Little, you should make an 'X' in the third largest box. If you don't like school At All, you should make an 'X' in the smallest box."

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Directions for FORM 2 (Continued)

"Now listen to the question again. It says, 'How do you like school?' Think a moment. Now take your pencil and mark the box which shows how much you like school. Be sure to mark the box which shows how much you like school." (If there are questions, repeat the directions on the preceding page which tell you how to mark the boxes. Check to make certain that each child is marking only one box with an "X." If a child wishes to erase an answer, be sure that there is no question about which box he really wants to mark because of having two marked.)

(Now continue reading the questions in the order given below making sure the children have the correct question each time and are marking only one box.)

1. How do you like school?
2. Do you think school is fair to you?
3. Do you think you can get help with your studies at school?
4. Do you think going to school is good for you?
5. How hard do you try to come to school every day?
6. Does school help you to learn things that you think are important?
7. Does a school help you to find out what special things you can do? (NOTE: We are referring here to special talents or aptitudes. Explain what is meant if necessary.)
8. Does school help you learn how to get along with other boys and girls?
9. When things bother you, does school help you work them out?
10. Does school help you understand yourself better?
11. Does school make you feel good about yourself?
12. Does school help you to learn new things besides school work?
13. Do you like your teacher?
14. How much do you think your teacher likes you?
15. Do you think the people at school are interested in you?

FORM 2

STUDENT QUESTIONNAIRE

NAME_____ GRADE_____ BOY____ GIRL____ SCHOOL_____

	Not At All	Only a Little	Quite a Lot	Very Much
1. How do you like school?	☐	☐	☐	☐
2. Do you think school is fair to you?	☐	☐	☐	☐
3. Do you think you can get help with your studies at school?	☐	☐	☐	☐
4. Do you think going to school is good for you?	☐	☐	☐	☐
5. How hard do you try to come to school every day?	☐	☐	☐	☐
6. Does school help you to learn things that you think are important?	☐	☐	☐	☐
7. Does a school help you to find out what special things you can do?	☐	☐	☐	☐

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FORM 2 - PAGE 2

	Not At All	Only a Little	Quite a Lot	Very Much
8. Does school help you learn how to get along with other boys and girls?	☐	☐	☐	☐
9. When things bother you, does school help you work them out?	☐	☐	☐	☐
10. Does school help you understand yourself better?	☐	☐	☐	☐
11. Does school make you feel good about yourself?	☐	☐	☐	☐
12. Does school help you to learn new things besides school work?	☐	☐	☐	☐
13. Do you like your teacher?	☐	☐	☐	☐
14. How much do you think your teacher likes you?	☐	☐	☐	☐
15. Do you think the people at school are interested in you?	☐	☐	☐	☐

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FORM 3

LEVEL OF ASPIRATION TEST

Directions:

1. Please give each student a number of arithmetic problems which he is capable of completing within twenty minutes. The problems have to be from material already covered.

2. One week later, show the students their results on this test. Ask them how they think they will do on a similar test, and record their expectations.

3. Record the actual number of correct problems on the second test.

4. The following information should be recorded for each student:

   a. Actual number correct on the first test _____

   b. Number expected to be correct on the second test _____

   c. Actual number correct on the second test _____

5. In scoring this instrument, give each student a point total as follows:

   a. The student indicates that he will obtain a lower score on the second test than he received on the first test. (1 point)

   b. The student indicates that he will obtain a better score on the second test than he received on the first test, but he fails. (2 points)

   c. The student indicates that he will obtain the same score on the second test that he received on the first test. (3 points)

   d. The student indicates that he will obtain a better score on the second test than he received on the first test, and he actually does. (4 points)

6. The rationale is that students with high self-concepts tend to have higher levels of aspiration; however, an unrealistically high level of aspiration such as the student guessing that he will obtain more problems correct than he is actually capable of obtaining is an indicator of low self-concept (the need to fail).

7. Educational Objectives: Students will learn to have a realistic and high level of aspiration.

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FORM 4

AUDITORY SELF-CONCEPT MEASURING INSTRUMENT

Directions:

1. The following list of words shall be recorded on Language Master cards:

Evaluative Scale		Dynamism Scale	
good	bad	hard	soft
kind	cruel	strong	weak
fair	unfair	heavy	light
wise	foolish	large	small
nice	awful	fast	slow
sweet	sour	active	passive
clean	dirty	sharp	dull
happy	sad	hot	cold

2. The back of each Language Master card shall be coded in the following manner:

   a. If the word is from the positive evaluative scale, record this symbol on the back of the card:

   E›

   b. If the word is from the negative evaluative scale, record this symbol on the back of the card:

   E‹

   c. If the word is from the positive dynamism scale, record this symbol on the back of the card:

   D›

   d. If the word is from the negative dynamism scale, record this symbol on the back of the card:

   D‹

3. The student shall read and listen to each of the words. After he reads or listens to each word, ask him to sort the words into two piles--a "me pile" and a "not me pile." Tell the student, "If the word is like you, put it in the 'me pile.' If you feel the word is not like you, put it in the pile marked 'not me pile.'"

4. Add up a score in the "me pile" utilizing the following formula:

   Evaluative total = E› - E‹ + 10
   Dynamism total = D› - D‹ + 10